

## CHAPTER 3

### THE VOLUNTEER MANAGEMENT PLAN

3-1. Introduction. No program of any magnitude can be administered effectively without a plan. Sometimes the plan is informal and may not even be committed to paper. In other cases, the plan is so involved that it fills volumes. The volunteer management plan should be somewhere between these two extremes. It should be like a road map, guiding the manager and volunteer coordinator from point A - a project without volunteers, to point B - one that makes optimum use of volunteer services.

3-2. General Procedures and Guidelines. This chapter describes the organization and preparation of a plan for the utilization and management of volunteers. The procedure includes the assessment of the project need for volunteers (WHAT will they do), the determination of the best means of recruitment (WHERE will they come from), assigning an appropriate job to the individual volunteer (WHO will accomplish WHAT and WHEN), proper methods of supervision and motivation of volunteers by Corps staff (WHY will they want to accomplish the job), orientation and training of volunteers (HOW will they accomplish the job), and assurance that volunteers will be safe from job related hazards (HOW can they be properly protected).

Where applicable in this chapter, volunteer pamphlets are referenced that can be obtained and issued to the specific individual involved. For example, paragraph 3-5, Recruitment, references a pamphlet (EP 1130-2-433) that can be mailed or otherwise issued to prospective volunteers prior to a formal volunteer agreement. This publication should answer many prospective volunteer questions and instill a desire to volunteer for the Corps.

A short orientation manual for volunteers (EP 1130-2-430) is referenced in paragraph 3-9, Orientation and Training. Although this pamphlet gives the volunteer valuable information about working for the Corps, it will probably have to be supplemented with a variety of local maps, brochures, and other handouts.

Paragraph 3-10, Supervision and Motivation, references a guide for individuals who will be supervising volunteers. EP 1130-2-431, "Techniques for Supervising Volunteers," provides

some helpful advice to those team members who are new to the role of supervising workers who have no paycheck incentive.

Safety is of primary concern with Corps volunteers. Safety precautions and procedures are addressed in paragraph 3-13, Safety, and EP 1130-2-432, "A Volunteer's Guide To Working Safely". The volunteer coordinator should place an order for these pamphlets and assure that an adequate supply is on hand at the project or office for distribution to volunteers and appropriate Corps team members.

As with any plan, formulation is not enough. Implementation of the plan is the most important step in the process. Consider using the volunteer management plan, in conjunction with this handbook, as a training aid for office or project staff members. They will be better able to recruit, supervise, motivate, plan for, and work with volunteers if they are properly trained.

Another necessary part of the ongoing process of volunteer management is evaluation and revision of the plan. As your volunteer program grows, many things will change, causing the plan to become outdated. A healthy volunteer program will result from a dynamic volunteer management plan.

Appendix A is a sample outline of a volunteer management plan. Modify this outline as you desire to meet the needs of your project or office. Share your modifications with others, via the District or Division volunteer coordinator, so that everyone may benefit from your adaptations and suggestions.

Note: One last important item - The scope and complexity of your plan will parallel the scope and complexity of your project or office and its mission. Large projects with substantial needs for volunteer service will obviously produce a more in-depth plan than will a smaller project with limited volunteer needs. Be sure your volunteer management plan is tailored to your project's needs.

3-3. Volunteer Program Goal. In order to develop a volunteer plan, there must be a defined goal. The plan then becomes a strategy for reaching that goal. In most cases, this goal will be similar to the goals set for other Corps projects/missions. This is because volunteers are just another means of accomplishing work, as with hired labor or contract services.

As an example, let us examine the goal: "To operate the project visitor center during all hours of park operation in order to provide the public with project information and to interpret the various Corps missions". The volunteer coordinator's task to achieve this goal, either completely or in part, might be to recruit sufficient volunteer workers to assist a hired labor staff. If no hired labor is available, due to FTE cuts, and no money is available to contract for this service, the task might be to staff 100% with volunteers. Volunteer goals will always be a subset of overall project or office goals.

3-4. Volunteer Needs Assessment. The first part of the volunteer management plan should consist of a needs assessment. Stated simply, this is the process of examining every task necessary for mission accomplishment. This analysis includes those tasks traditionally performed or those that should have been performed but were not accomplished because resources were not available.

Once a complete list of needs is developed, an analysis can be performed to determine which tasks could be accomplished by volunteers. In many cases, it will be apparent that it will never be possible to accomplish certain jobs by hired labor or contract. They are just too low on the priority list during times of constrained resources. Such tasks must be performed by volunteers, or they will not be done at all.

An example project task listing follows (Figure 1). The PRIORITY column shows the relative importance of each task to accomplishment of the project's mission (number 1 must be done, 65 may not have to be). The METHOD column describes the way or ways in which the task could or should be accomplished (hired labor (H), contract (C), volunteer (V)). For some tasks more than one method is possible, depending on the availability of funds, manpower, or volunteers.

---

<u>PRIORITY</u>	<u>TASK</u>	<u>METHOD</u>
1	Inspection and Operation of Flood Control Works	H
2	Operation and Maintenance of Operating Equipment	H
8	Recreation Area Operation and Maintenance	H/C/V
10	Mowing and Landscape Maintenance	C/V
11	Campground Management (staffing)	H/V
14	Forest Management (timber cruising)	H/C/V
25	Wildlife Management (brushpile construction)	V
31	Visitor Center Operation (staffing)	H/C/V
40	Interpretive Display Construction	C/V
65	Interpretive Presentation (campfire program)	V

---

Figure 1. Sample Project Task Listing

H - Hired Labor; C - Contract; V - Volunteer

The completed needs assessment will consist of a list of all tasks that should be or could be performed by volunteers. For each task on this list, a statement of skills needed for performance of the task should be included. This skill statement need not be in great detail. It will be fleshed out to become a volunteer job description and included in paragraph 3-5, Matching the Volunteer to the Job.

It is important to remember that, just as the Corps mission is in constant flux, the list of tasks necessary to accomplish it will change continually. As with many other sections of the volunteer management plan, the needs assessment will require periodic review and revision.

3-5. Recruitment. The needs assessment is the first step in recruitment. You first have to acknowledge where volunteers can be utilized and how many you need before you can ask potential volunteers to step forward. Now that this is accomplished you are ready to begin the actual recruitment. This is one area that many staff members fear. After all, few people enjoy asking for help with the risk of being turned down. After several tries at attempting to promote the volunteer program, recruitment motivation can certainly wane if the only response to the "sales pitch" is "No, thanks". The best way to survive the rejection is to create a well-thought out approach to recruitment.

Recruitment is an ongoing procedure, a campaign in which your plans and avenues of approach change frequently. The changes would depend on the current mission, staff skills and interests, budget, seasons, and your volunteer resource base. The important thing to remember is that at any given time, any one of these could change and consequently alter the volunteer program needs.

As with many situations, there are two ways to look at recruitment. Do you need more quantity than quality or vice versa? The first method, quantity instead of quality, is a recruitment for warm bodies - a situation that requires a large number of volunteers for a short period of time. The volunteers would require no special skills and would be given assignments that are easily directed. Good examples for this type of recruitment might be a lakeshore cleanup or a Keep America Beautiful project.

The other method, quality, is a conscious plan to deliver your recruitment message to those individuals with special skills or uncommon characteristics. Here you are emphasizing a special type of volunteer and not just reaching to obtain a certain number of participants. Consider a volunteer serving as volunteer coordinator, a Basic First Aid Instructor, a special event coordinator or a computer specialist. You don't need a great volume of people to do these jobs but the people serving in that capacity must have special attributes to bring to the work site.

o How do you customize your message? When designing recruitment appeals, consideration should be given to the type of person being sought. Are professional skills needed? Does the person need a driver's license? Are seamstress skills needed?

The answers to these questions may be more difficult than they first appear. After giving deliberate thought to the questions, you will be better able to prepare your campaign. For example, maybe any age range could best respond to your need. In this case, you need to prepare several messages to cover the same subject. Target each age group with messages that would appeal to them and you will have a higher success rate. Just consider, what commands attention for a senior citizen will have no interest for a high school student. Therefore, two different messages need to be sent for the same job description.

o Where do you find them? The plan is beginning to fall into place. You now know what you need done, by how many people, with what types of skill levels and general characteristics. At this point you could almost draw a picture of the volunteer you need for the project. But where are these people? How do you find them? Stop and think about your local community. You'll probably begin to notice a pattern of circles. Circles of people doing different things at various times with a multitude of interests. These circles are social groups, groups of employees, clubs, professional and fraternal organizations and religious affiliations. Don't overlook unusual sources such as electronic mail computer network groups, and readership, listening and viewing associations. Begin by reviewing your volunteer profile. By identifying who you need, you will be able to uncover where they may be found. If you have special skills in mind, see if there are any of the circles in your community that share these pursuits. And remember, these circles overlap. People involved in one of the groups will usually be found in another group. Thus, your networking of volunteers can begin to unfold.

Appendix C is a list of Volunteer Bureaus and Voluntary Action Centers across the nation. This provides a good starting point for volunteer recruitment, however, remember that there are many additional sources in your area. The volunteer coordinator should use this information in the applicable section of the volunteer management plan.

o How do you communicate with them? In general the most effective means of recruiting a volunteer is to have a two way conversation with them. This approach addresses the candidates own personal skills, needs and questions. People volunteer only because they want to. Helping a person see that they can do the things they want to do is easiest during the personal approach of one on one or in a small group.

Press releases, posters, public service announcements, talk show appearances, and newspaper advertisements can also be successful but they are less efficient in obtaining effective volunteers. If you plan to use the media, you need to select which media to use based on its reader/listener/viewer profile. If not, you are just wasting time and increasing your frustration. Most newspapers, radio stations or television stations can supply you with a profile of its user groups. Take advantage of their research and use it to make your campaign more efficient.

o What do you say to them? Frequently, paid staff members make presentations about the agency and what volunteer jobs are available. Often, little thought is given to a specific recruitment message and unfortunately numbers of potential volunteers are needlessly reduced. The effective recruitment message has three parts.

- Accomplish work. The first part of the recruitment message is the need to get the work done. The statement, "We need to cut shrubs and dig ditches along the blind trail" is not a statement of need. It merely conjures up days of hot sweaty work along a pathway used by a special population. The response probably would be, "Who cares". The potential volunteer needs to relate to the recruitment message. Therefore, it must show a result benefiting the community. "The trail leading through the dogwoods and to the handicapped fishing area is becoming overgrown and eroding. With a little work, we can open this facility for the outdoor recreational pursuits of a special population in our community. The School for the Blind cannot afford many field trips and for many of their students the opening of the trail would provide one of the few outdoor activities this year for the students." This shows the need of the agency and how the need affects the community.

- Agency need. Some jobs exist to support the needs of the staff or the agency more than for the community. In these cases, it is important to discuss the needs of the staff and how they relate to the community. "When park visitors call wondering about the effects of acid mine drainage on the watershed, our staff is sometimes limited in response because our information has not been systematically filed or typed." Again, you have to relate the agency need to the potential volunteer. The statement of need should lead the recruit to thinking something should and can be done about the problem. Next, show the volunteer how he/she could solve the problem. In other words, now is the time to discuss the job description. By describing these activities in the context of the need, we make our recruitment message more powerful. Take into consideration the above example of the need

for filing and typing to be done. After explaining how clerical duties could benefit the community, potential volunteers may see the value of serving in this capacity. Don't just assume that the potential volunteer will be able to figure out why the work is important. This assumption could eliminate people that would make a worthwhile contribution.

- Individual need. The third part of the recruitment message helps people see how they can help themselves by doing activities that help the agency serve the community. Some other reasons people volunteer are listed below:

- o To "get out of the house"
- o To get to know people in the community
- o To establish a work record and references
- o To make a transition from prison or rehabilitation
- o To experience a new career field prior to entering it
- o To make new friends
- o To gain knowledge about community problems
- o To feel a part of an important organization
- o To develop new skills
- o To be with friends that also volunteer
- o To gain recognition
- o To help others by using special skills

To be effective, the recruitment message needs to show the volunteer that no matter what combination of benefits he/she wants to achieve, it can be met. If the recruitment message is a one-way message, make sure benefits are included to encourage the potential volunteer. If it is presented in a two-way format the recruiter should take advantage of the opportunity to talk with potential volunteers about their needs, skills and desires. Later on you will be able to use some of the information gained



from the individual approach. Keep a record of the reasons that motivated the volunteer from the start. Later on you can use these valuable notes to continue motivating the volunteer. By following up with the volunteer's needs, you will continue to motivate them and create a positive reflection of your organization. Stating the need, the job, and the benefits is essential in maximizing recruitment. Regardless of the types of recruitment methods used, tell the people what the problem is, show them how they can help solve it, and tell them what they will gain in the process.

o Who will do the recruiting? This is where decisions must be made as how to get more two-way communication into the recruiting effort and who will take the responsibility for creating posters, contacting radio stations and other forms of one-way communication. As indicated before, the most effective recruiters are often those who are volunteers. In order for them to be effective, they need to know that this is their responsibility, who they are supposed to recruit, how they are supposed to do it, and what they are supposed to say. In other words, the staff needs to make sure these people are well equipped to do an effective job.

The efficiency and effectiveness of the volunteer program can be enhanced by systematically encouraging recruitment. Everyone involved in the organization, both volunteer and staff, must know that recruiting is everyone's business. They also must understand what their responsibilities are within the framework of the recruitment plan. Each time a demand for a new volunteer arises, the volunteer coordinator should make a new job description, prepare a statement of need and list possible benefits. This can be shared with the entire staff so that they can begin to search among people they know for good candidates.

o Should I "over-recruit"? Over success in recruiting can be just as harmful as under success. What would be worse than lining up volunteers that you can't utilize or that you under utilize. Rejected volunteer applications can also be devastating to your program no matter how valid the reason. The risk of resentment is not only harbored with that one applicant or volunteer, it surfaces many times. Remember, one of the strong points of the recruiting campaign is the strength of the network within the community. Negative comments and experiences travel just as quickly through the neighborhood circle as do positive ones. One bad experience can threaten the entire program and validity of your agency in this regard. If you don't need quantity, don't plan your campaign for it. In general, recruitment planning can greatly enhance the effectiveness of

your program. Be prepared and the recruitment campaign can lead down a happy and fulfilling path to success. Keep in mind:

- o Customize your message. Who are you trying to recruit?
- o Where do you find them?
- o How do you communicate with them?
- o What do you say to them?
- o Who will do the recruiting?

The volunteer management plan should include a variety of recruitment information. This would be a listing of the groups in your area that would be interested in volunteering. A point of contact with complete address and telephone numbers would be helpful; although, you must remember to update it annually. Along with the source listing should be a record of various media sources and their subscriber profiles. A local fact sheet on the community and basic demographic statistics assists the recruiter with getting an overall perspective of the area being canvassed. You may also wish to include some sample news releases in this section to expedite recruitment in times of special or immediate needs.

Note: A national Corps recruitment brochure entitled, "America's Environment, A Shared Responsibility - Be a Volunteer", (EP 1130-2-433), is available. This brochure was developed for distribution to potential volunteers explaining the general program and as an inspiration to their involvement. It contains the address of each Division office as well as a space for an office or project address stamp.

3-6. Matching the Volunteer to the Job. In order to create a positive volunteer experience, you must match the volunteer to the work. A successful worker is one that is tailored to the tasks they enjoy performing and can find a value in accomplishing. A misplaced worker requires extra supervision, training and effort to motivate. Successful matching is easily accomplished if the volunteer coordinator keeps accurate records on volunteer candidates and the needs of the agency. Record keeping begins with the first contact, in the recruitment stage. As the recruiter discusses the program with candidates, notes should be kept. When the volunteer coordinator receives the applications, the previously gathered notes can be added to the application.

Proper screening, interviewing and placement are essential to program success. Volunteers can have a profound impact on your facility. It is important to screen them properly to make their experience a positive impact on the facility, the agency, its visitors, the paid and volunteer staff and the potential volunteer. Never feel compelled to accept someone just because they walk through your door. They may be seeking remedies to problems that will not be solved through the volunteer program. Optional Form 301, Volunteer Application for Natural Resources Agencies can be used to screen applicants. Sort through the applications for candidates interested in the job to be accomplished. These will be the candidates you will interview.

Before creating an interview schedule, make sure all your interview tools are prepared. The interview should be centered on the application, the needs assessment plan, and the job description. At this point, have at least two of the three tools in place, the application and the needs assessment plan. If not prepared at the recruitment stage, the job description should be completed before the interview.

Note: As a reminder, this section applies primarily to long-term volunteers or short-term volunteers with very specialized skills. Volunteers for weekend or one-time events may not need to be screened as described above.

3-7. Job Descriptions. The volunteer coordinator should assure that a job description is filed relative to the position as each task is identified. Unlike a paid staff job description, this should also include a statement of need from the agency standpoint and information on benefits to the volunteer. This provides a ready source of information from which the volunteer coordinator can draw during the initial contact, the interview and the overall program management. Remember not all recruitment will be from the designated recruitment staff. Recruitment is every paid staff and every volunteer's responsibility. Having an effective job description in place will assist everyone in accomplishing effective recruitment. This is particularly important if the volunteer needs to have special skills. As mentioned previously, don't waste time preparing detailed job descriptions for short-term volunteers. All you need for these volunteers is to assure that they are doing the kinds of jobs they volunteered to do and able to do it safely.

EP 1130-2-429  
30 Apr 93

The basic purpose of a job description is communication. This should communicate the agency needs in relation to the community and the volunteer, the benefits to the volunteer and the duties required to accomplish the work. Following is a sample job description (Figure 2). Keep in mind that this is merely a suggested format.

---

**POSITION TITLE:** Visitor Center Assistant

**JOB DESCRIPTION/DUTIES:**

- o Answer visitor's questions and provide any needed assistance.
- o Maintain appropriate records of visitation as well as report equipment breakdowns or other unusual occurrences.
- o Operate audio visual equipment in the presentation of films, slide shows, and videos to the visiting public.
- o Maintain displays in a clean and operational manner.
- o Present short interpretive talks to groups of visitors as required.
- o Perform all duties safely.

---

**DESIRED SKILLS/ABILITIES:**

Individual needs to be able to meet and deal with people well. The appearance should be neat and a positive reflection of the organization. Individual should have the ability to remain calm in busy situation. Public speaking skills are desirable but not mandatory.

---

**TRAINING/ORIENTATION NEEDED:**

Necessary training will be provided in Service Effectiveness, Audio Visual Equipment Operation, CPR, and First Aid. A thorough orientation regarding the Corps of Engineers and the project will be provided.

---

**MATERIALS/EQUIPMENT UTILIZED:**

Slide projectors, 16mm movie projectors, public address system, tape players, video cassette recorders, and video monitors.

---

**SCHEDULE:**

Anytime between 10:00 AM through 6:00 PM daily

---

**BENEFITS:**

- o Opportunity to develop programs and special events.
- o Opportunity to meet new people and interact with the public.
- o Work in a clean, safe and professional atmosphere.
- o Opportunity for additional training and skill development.
- o Growth in natural, cultural and human resources.

---

Figure 2. Sample Volunteer Job Description

The style and format may vary for each job description in consideration of a project's specific needs. Consideration should be given to the areas shown in the example, but let your imagination and project needs be your guidelines. What is important is that the format is effective in your situation.

Following are some position titles and brief descriptions. They are provided to merely suggest how to begin when preparing some job descriptions.

- o Archaeological and Historical Research. Research archaeology and history of the lake project area at a local library, historical society and other sources. Produce written or oral histories as needed.

- o Artist and Exhibit Specialist. Develop artwork for use in interpretive displays, bulletin boards, changing exhibit areas.

- o Ballfield and Games Courts Maintenance. Maintain baseball fields at projects. Also maintain horseshoe pits and volley ball courts.

- o Beach and Playground Inspector. Check areas for safety hazards and pick up litter and debris. Report any problems immediately to the management staff.

- o Biologist Assistant. Participates in wildlife studies, developing wildlife habitat, evaluating improved results.

- o Boundary Patrol. Patrol boundary by foot or vehicle. Make notations on trespasses and encroachments, use simple survey tools, and replace missing or broken markers. Reports all incidents to resource management staff for action.

- o Campground Host. Opportunity to make extended stays at campgrounds located in scenic areas and to meet many interesting and friendly people. Answer questions, help campers get settled, suggest things to do and places to go in the vicinity, and explain the campground regulations. Expected to help keep the campground neat, and attend to some minor repairs or maintenance. Usually a choice campsite is reserved for the campground hosts at no charge, and for a more extended time than is allowed to other campers.

- o Campground Maintenance. Campground maintenance work includes litter pick-up, light repair work, and restroom, table, and firepit cleaning.

- o Clerk/Typist. Performs general office duties including routine typing and filing, answering visitor's question, and answering the telephone.

- o Computer Aides. Programmers, data coding, and editing. Helps staff learn software packages and gives advice as to best use of systems.

- o Construction Aides. Install and repair fences, signs, trails, and springs.

- o Landscaper and Beautification. Assist in beautification projects by planting flowers, mulching, weeding, watering and maintaining visitor use areas. Some hummingbird and butterfly plots available.

- o Litter Control. Litter and debris cleanup on the lake or land by groups or individuals. Adopt a Park concept applicable. Adopt a Stream also encouraged.

- o Maintenance. Covers a variety of jobs including litter pickup, trail tread work, maintaining hiking trails, erosion control, brush removal, and recreation maintenance in campgrounds. Adopt a Trail applicable.

- o Natural Resources. Develop fish attractors, plant seedling trees, and other activities to improve the environment.

- o Painter. Paint a variety of things, including equipment and facilities.

- o Photographer. Using instant picture, video, and 35mm format cameras, photographically record routine and special events at the project. Maintain the project print and slide files. Update photos used in existing slide presentations. Photograph natural, cultural and human resources around the project.

- o Research. Research on natural, social, and cultural resources related to the management programs. Volunteers are welcome to submit research proposals for consideration. Recreational use research also feasible.

- o Vehicle Cleaning. Maintain cleanliness of project vehicles by washing exterior and interior of vehicles to keep them free of mud and dust.

- o Visitor Interpretive Services Aides. Make public contact, dispense information and assist visitors. May include preparing and giving interpretive talks to the visiting public. Assist ranger with tours, talks, walks, visitor center operations, update bulletin boards, distribute interpretive materials. Promote water safety through roving ranger and formal appearances.

- o Wildlife Management. Check and maintain various nesting box structures. Replace, repair, build, install new boxes as needed. Maintain records of nesting habits. Food plot work, habitat management, and other activities possible.

- o Wildlife Survey. Check wildlife areas for population of deer herd, other wildlife and waterfowl. Check creel census in Corps managed areas. Conduct breeding bird surveys. Record bat activity.

- o Writer/Editor. Work on public service announcements and special events messages. Prepare lesson plans. Write scripts for slide presentations. Edit Operational Management Plans, Project Mobilization Plans and related subjects. Opportunity to work with personal computer and learn word processing software.

3-8. Interviewing. With your interview tools in place, now is the time to set an interview schedule for long-term and specialized volunteers. Contact the candidates from your screened applications and establish a schedule that fits easily into your daily routine.

The needs assessment plan becomes a vital resource at this time. This is because you are now ready to match the volunteer and their basic needs, skills, and interests with the needs identified in the plan. With these in place you now have the tools to conduct a productive interview. Targeted recruitment, good job design and a screened application make the interview process easier. The application together with a sound job description are two important interviewing tools.

Another helpful interview tool is to prepare a standard worksheet or summary on which to make notes. Figure 3 shows a sample format. This format helps to keep you focused on the task at hand and also reduces the amount of time spent logging information after the interview. A Sample Interview Summary format follows (Figure 3):



\_\_\_\_\_  
Applicant's Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone (Day) \_\_\_\_\_  
(Evening) \_\_\_\_\_

Interviewer Name \_\_\_\_\_ Date \_\_\_\_\_

Volunteer Availability \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Education, Skills, Knowledge \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Applicant's Interests \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Health/Physical Limitations \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Interviewer's Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Follow-up Actions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Figure 3. Sample Format For Interview Summary.

The final interview tool needed is a list of questions. Carefully compose them so as not to violate equal employment opportunity guidelines. They should be easily understood and furnish you the information you are seeking. Avoid questions that may be answered with a simple "yes" or "no." Instead begin them with "who," "what," "where," "why," and "how." These questions will help you to better evaluate the individual by showing attitudes, judgments and reactions. When listing questions, consider first making a checklist of all the items you want to cover. This provides added insurance that you cover everything you have planned.

The interview time should be used to meet the applicant, discuss the agency needs, and learn about applicant expectation. Since the interview purpose is to find the best qualified person to fill a job, it is important that you plan ahead so that the process will give you all the information you need to make a wise selection.

Every interview has several stages. The pre-interview stage begins before the candidate arrives. This is the time you spend reviewing your questions, the job description and the potential volunteer's application form. Arrange the office so that there is an atmosphere of comfort, warmth and informality. Flexibility and a choice of seating should be provided. Try to ensure privacy. Ask not to be interrupted. Set aside unfinished business and concentrate on the job at hand. Few people can read their mail and conduct an interview at the same time. It is important to allow enough time to conduct the interview. A minimum of one-half hour of uninterrupted time is recommended.

Be prepared to help volunteers find the job that best suits their interests. This might mean recognizing that they are unsuited for volunteer positions available at that time. In this case it would be a gesture of good faith to give the candidate information on other possible areas of community involvement. A listing of local organizations accepting volunteers would be desirable, if available.

Usually, the most lasting impression is formed when the candidate first arrives for the interview. In order to make the most positive impression, the interviewer should greet the candidate in a friendly manner. A welcoming smile, a firm handshake, and a friendly greeting are courteous and warm ways in which to greet a candidate. Remember to introduce present staff members.

The interview should begin by clarifying the purpose of the meeting. Explain that you want to obtain general information, review the application and discuss interests so that the volunteer may be matched to the most appropriate position. Make sure any new information obtained during the interview is added to the application.

Provide the applicant enough time to consider the questions and to answer them. Don't hesitate to ask for clarification on any points you don't understand. Use questions and positive listening skills to get the applicant to tell his/her own story. Ask questions to show interest. State questions clearly so they are easily understood.

Keep in mind that the volunteer is also interested in learning about you, the agency and the program. The interaction will assist you in making the proper decisions about placement and suitability of the individual. Areas to explore may include:

- o What the motivating factors might be
- o Enjoyment through other volunteer work
- o Long range objectives
- o Personal and work related goals important to the volunteer
- o Types of people considered congenial or vice versa
- o The volunteer's contribution to the project or office

Avoid basing your evaluation totally on impressions. Consider each fact about the applicant in relation to all others. Reflect on the skills, knowledge, ability, and interests. Note mental reaction time and organization of answers to questions. Take into consideration the applicant's evaluation of themselves and what they feel are their best traits. Appraise the quality of the self-prepared application form, handwriting, ability to follow instructions and clerical ability.

Point out both the positive and negative aspects of the position you have been discussing. Assist the applicant in deciding what is most suitable by clarifying areas of concern. Because the position is a voluntary one, the applicant will have the final decision on the job. An unsatisfying experience for both the volunteer and the agency will result if the volunteer is

asked to perform tasks that are of little or no benefit to him/her. If this occurs, he/she will become disgruntled and eventually will resign from the program. Not only will you lose valuable assistance, you risk alienating other candidates with whom the volunteer is acquainted.

Anticipate other areas that may be of interest to the volunteer. He/she will want to know about hours and flexibility of scheduling, clothing, protective equipment, where to report and who will be a point of contact. Something as simple as knowing where to park, will help to make the volunteer comfortable with reporting to work. Anticipate awkward situations or questions you would have if you were in the volunteer's shoes. Address those items so he/she feels less conspicuous.

Take advantage of the interview to promote recruitment. Ask the volunteer to tell acquaintances about the program and to contact you if interested. Basic recruitment techniques stress the importance of the volunteer spreading the word.

Conclude the interview by covering what you want to accomplish and by ascertaining that all questions and concerns have been addressed. You want the person to leave feeling excited and enthused about the results of the interview. If the result is the candidate will be a volunteer in your program, schedule a convenient time for orientation. If the applicant has decided to pursue another avenue, wish him/her well and offer your assistance. Express your appreciation for the applicant's time.

The final stage of the formal interview is just as important as the first step. First, take the time to make notes and properly file the information that you have received. Even if the applicant is not entering your program at this time, there may be areas that will arise in which he/she could be utilized. Complete and accurate record keeping will help you maintain a file of potential volunteers. A followup letter to the candidate summarizing the results of the interview would confirm decisions in writing.

Finally, don't forget the volunteer. Take the time to follow up with him/her after he/she enters the program. Find out how he/she feels about the placement and if his/her needs are being met. Ask if he/she has any suggestions to improve the program. Determine if the recruiting process presented an

accurate and fair view of the overall process and program. Continue to encourage him/her to spread the word among his/her friends and relatives and, thereby, increase individual contribution to the program.

3-9. Orientation and Training. If long-term or specialized volunteers are viewed in the same light as staff members when they first report for duty, it will be easier to realize the need for orientation and training. When a new team member reports for duty, the order of the day becomes orientation.

Orientation must begin with the office or individual worksite. Where will the volunteer park his/her car, hang up a coat, store a lunch, get a coffee or soda; where is his/her work station. The list goes on and on. Volunteers are at your worksite because of the quality experience they envision. They won't last long if they feel lost.

After the volunteer feels comfortable with his/her immediate surroundings, it will be time for orientation about the project and job to be performed. This is especially important if the volunteer will be exposed to the visiting public. He/she will have to know enough to answer common questions about the area. The volunteer will also need to know some things about the Corps organization and missions. All this information doesn't have to be given at once. A thorough orientation may take several days or weeks, depending on the type of volunteer, length of intended service, job assignment, and the interest or abilities displayed.

An important tool available for this purpose is a pamphlet entitled, "Volunteering for the U. S. Army Corps of Engineers" (EP 1130-2-430). This pamphlet gives the volunteer an introduction to our organization as well as some helpful information on administration of the volunteer program. These pamphlets can be issued to long-term or specialized volunteers when they report for duty.

Your volunteer management plan should include a handout orientation guide for volunteers of different types (short-term, long-term, special project, etc.). This guide should be specific about your project or office. The orientation guide could easily be prepared by a staff member familiar with the site.

Orientation for short-term volunteers (one or two day projects) can be minimal, but should still be stressed as important. An expression of the Corps appreciation for their efforts should come first. Next, the volunteers should be introduced to the Corps team members who will assist or otherwise participate in the task. Finally, a brief orientation on the work at hand and the relevance to operation of the total project should be given. An important reminder is that this orientation must include a review of the activity hazard analysis or some equivalent safety message.

For longer term volunteers, orientation will probably be interspersed with training and task accomplishment. Basic orientation will be followed first by training for one or two tasks. After some work is accomplished, additional orientation can take place while training is underway for additional jobs. Variety is important to make any job more rewarding, especially when there is no paycheck involved.

The orientation guide you prepare for long-term volunteers might include some, if not most, of the following items, depending on the nature of the assignment. Although the list appears lengthy, most of the information should be on hand already in some form.

- o Description and history of the project or office.
- o Description of mission, programs, and customers.
- o How does the Corps relate to the local community and other Federal, State, or local organizations.
- o A description of the volunteer program.
- o A sketch of the organizational chart and an introduction to the key Corps staff members.
- o A timeline of major organizational events throughout the year.
- o An introduction to the volunteer pamphlets and other pertinent local materials.
- o An orientation to local facilities: office/work station, phones, restrooms, parking, coffee, soda, lunchroom, etc.

- o Outline of volunteer benefits.
- o Provision of volunteer training schedule or development of volunteer training plan.
- o Introduction to supervisory chain of command and specific supervisory staff.
- o Coverage of recordkeeping requirements.
- o Description of emergency procedures.
- o Description of performance appraisal/evaluation procedures.
- o Orientation to the specific volunteer tasks.
- o Introduction to safety procedures and available personal protective gear.
- o System for changing schedule and supervisory notification.
- o Opportunities for growth and development.
- o Allowable incidental expenses and importance of proper documentation.
- o Plea to recruit additional volunteers from friends.

Proper training is a must for any worker, paid or volunteer. Regardless of the amount of experience a worker may have in a particular area, some degree of training will still be necessary, if only to familiarize him/her with the particular site, tools, and equipment to be used.

Training takes many forms: classroom vs. on-the-job; formal vs. informal; local vs. off-site; skill related vs. interpersonal. The best way to determine training requirements is to develop volunteer training plans. There should be two types of training plans in your volunteer management plan. The first will be an overall project volunteer training plan. This will be a listing of all the different categories of volunteers anticipated with an accompanying inventory of the needed training courses. Figure 4 shows a brief example of a Volunteer Training Plan.

---

<u>VOLUNTEER TYPE</u>	<u>TRAINING NEEDED</u>
1. Campground Host	Service Effectiveness First Aid CPR
2. Volunteer Coordinator	Service Effectiveness Corps Volunteer Supervisor Computer Skills
3. Visitor Center Attendant	Service Effectiveness Audio Visual Skills Interpretive Techniques
4. Skilled Maintenance Worker	Safe Material Handling Personal Protective Gear Defensive Driving

---

Figure 4. Sample Format For Project Volunteer Training Plan

Obviously, your list of tasks and training required will be longer and more involved than this example. It is important to keep in mind that volunteers will need much of the training provided to Corps staff working in similar positions.

In addition to the office or project training plan, an individual training plan should be developed for each volunteer. This plan will be more specific and indicate, not only the types of training needed, but also where, when, and how it will be provided. A suggested format for the Individual Volunteer Training Plan follows (Figure 5).



NAME OF VOLUNTEER \_\_\_\_\_

PLANNED VOLUNTEER EFFORTS \_\_\_\_\_

ORIENTATION COMPLETED \_\_\_\_\_  
initials) (date) (volunteer coordinator

SPECIFIC TRAINING REQUIRED

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

TRAINING ACTION PLAN

<u>TRAINING</u> (scheduled or accomplished)	<u>DATES</u>	<u>METHOD</u>	<u>SITE</u>	<u>COST</u>
--	--------------	---------------	-------------	-------------

Ex. First Aid	8/9/91	C	Local Hospital	\$12
---------------	--------	---	----------------	------

- 1.
- 2.
- 3.
- 4.

Note: Method Codes - (C - Classroom), (O - On-the-Job),  
(A - Audio Visual), (H - Home-study), (D - Demonstration)

Volunteer \_\_\_\_\_  
(signature) (date)

Volunteer Coordinator \_\_\_\_\_  
(signature) (date)

Figure 5. Sample Format For Individual Volunteer Training Plan

This training plan should be one of the first things developed for the long-term volunteer. Individuals rendering short-term voluntary service may not need a specific training plan. However, it should be noted that some minimal training may be necessary even for volunteer services of one to two days duration. In most cases, such training will be on-the-job at the start of work.

Because of the wide variety of work volunteers may become involved in, the list of potential training courses will be long. This list of possible courses to be offered to volunteers should be a part of your volunteer management plan. The listing should include information on the type of training (classroom, home-study, video, etc.), the length of the course, the training site, the cost, who teaches it, et cetera.

Volunteers should not be overlooked as possible teachers for these various training courses for volunteers. A variety of local courses are already taught by volunteers (CPR, First Aid, Defensive Driving, etc.). Your volunteer management plan should contain a list of possible volunteer instructors, along with their addresses and telephone numbers.

Training should be considered a necessity to ensure that the Corps receives maximum benefits from its volunteers. Keep in mind also that the volunteer will consider most training experiences to be a personal benefit and, as such, part of the compensation for the volunteer service. Perhaps the most important training that can be provided to a volunteer is safety training. The volunteer must know how to protect him/herself, as well as co-workers, from job hazards. He/she must also be able to avoid damage to Corps property and equipment. The volunteer coordinator will want to assure that the handbook section on "Safety" is considered when training is specified.

3-10. Supervision and Motivation. There are many aspects to consider as part of the volunteer program. The volunteer coordinator may be tempted to feel that, once volunteers are on the job, the hard part is over. In actuality, the most critical part of the program has just begun - supervising the volunteer. Many volunteer programs fail because supervisors don't consider the criticality of their role.

It is likely that volunteers will be supervised by any member of the Corps management team at the office or project. Some staff members doing the supervising may never have been trained in supervisory techniques. These individuals will most certainly need some training in order to perform this new task effectively.

Traditionally, Corps supervisors have been trained to supervise and motivate paid staff members. However, many of the rules and techniques that apply to these individuals don't apply to volunteers. Volunteers seek many of the same rewards from the workplace as do paid staff members. The basic difference is that the employee must come to work and perform in order to keep the financial security the employment affords. Volunteers are under no financial pressure to show up, or to perform. They do so for the pure satisfaction of the experience. The satisfaction each individual volunteer seeks is different. A long list of the things that motivate volunteers has been provided in the "Recruitment" section.

It is important for a supervisor to know why an individual is volunteering in order to provide suitable work opportunities. It is acceptable to ask, "Why are you volunteering with the Corps and what kind of experience are you seeking?." The answers to these questions will provide valuable clues to make the experience more rewarding for both the volunteer and the Corps.

On the strong foundation of knowing these basic needs, the volunteer supervisor should lay some additional building blocks. The first is an understanding that, according to regulation, "Volunteers will be provided a work environment which is, in all respects, equivalent to that provided Corps employees performing similar duties." Whether it is personal protective gear, sufficient lighting, transportation to the worksite, or a variety of other conditions, volunteers should be treated like staff members. This assures that volunteers will feel like part of the team. Many times that feeling is more important than any other benefit that can be offered.

Another important supervisory principle is enthusiasm. Everyone knows that working for an enthusiastic supervisor is much more fulfilling than working for one who isn't. Volunteers need to see the supervisor's enthusiasm for the work much more so than staff members. Volunteers will feel much better about accomplishing something important (worth being enthusiastic about) than a meaningless task not worthy of the supervisory effort.

Although it is the project or office manager's responsibility to assure that the rest of the Corps team has "bought into" the volunteer program, the volunteer supervisor needs to stress a teamwork ethic between volunteers and staff members. Staff attitudes that volunteers "are here to take our jobs," "are outsiders," "can't be depended upon," "aren't safe,"

or "may cause other problems," will create a disastrous atmosphere for your volunteer program. Staff members need a thorough orientation regarding the benefits of the program before the first volunteer arrives at the site.

Communication is vital to any supervisory relationship. In terms of volunteer supervision, communication is critical. Volunteers must have frequent feedback from supervisors regarding their work. Successes must be praised and failures must be tactfully corrected.

Staff evaluations or appraisals are, for most supervisors, one of the least favorite tasks. There is a strong temptation not to evaluate a volunteer's performance. However, it is extremely important that the volunteer get substantial feedback from the supervisor regarding strengths and weaknesses. Remember, volunteers are there because they want to accomplish something and do it well. A good supervisor coaches volunteers to do their best, just as he/she does with team members. Keep volunteer coaching focused on the positive and word constructive criticism carefully.

A sample Volunteer Evaluation format follows (Figure 6). It can be modified or you can develop your own form. The most important point to remember during the evaluation process is the job description. Performance must be tied to the expectations set forth in the beginning of the relationship.

NAME OF VOLUNTEER: \_\_\_\_\_

POSITION: \_\_\_\_\_

PERIOD COVERED BY EVALUATION: \_\_\_\_\_ to \_\_\_\_\_

EVALUATION DATE: \_\_\_\_\_

Position Goals

Progress Achieved

1.

2.

3.

4.

Work Relationships

Comments

Relations with other volunteers

Relations with staff

Relations with visitors

Meeting commitments on deadlines

Initiative

Flexibility

COMMENTS BY SUPERVISOR \_\_\_\_\_

COMMENTS BY VOLUNTEER \_\_\_\_\_

NEEDS FOR CONTINUED SERVICE \_\_\_\_\_

VOLUNTEER \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
(signature) (signature)

Figure 6. Sample Format For Volunteer Evaluation

The volunteer must always know what is expected of him/her and what to do next when the current job is completed. Job descriptions discussed in Section 3-7 will be helpful in determining the next suitable job.

The plan should also include methods for evaluating the volunteer as well as the volunteer program in general. Evaluation forms and methods may be included here.

Based on the importance of Corps team members supporting the volunteer program, the volunteer plan should include an outline for a staff briefing or orientation regarding program benefits.

The plan should also include the details of who on the staff will be supervising which types of volunteers. In addition, you will probably want to include a list of the training each individual has had in the supervision of either paid staff or volunteers. A training plan or schedule can be provided here for those who need additional training. Outside sources of training or reference materials for home study can also be listed in this section of the plan.

At the very least, each supervisor of volunteers should be familiar with the pamphlet, "Techniques of Supervising Volunteers" (EP 1130-2-431). The volunteer coordinator will want to keep a supply of these in stock for issue to new team members who may find themselves in this situation.

This pamphlet may also be utilized as a guide for the conduct of short in-house training courses in the proper supervision of volunteers. Considering the importance of this aspect to the overall program, such training would be time well spent.

3-10. Awards and Recognition. Other than the intangible benefits discussed earlier (regarding why people volunteer), volunteering offers few tangible rewards. One tangible benefit of the program is awards and other forms of recognition. Since this benefit is limited, the supervisor will want to take full advantage of this motivational potential whenever appropriate. Awards and recognition are discussed in the regulation and again below in terms of their place in the volunteer management plan.

The volunteer management plan should include a section on recognition and awards for volunteers. Because substantial local discretion is authorized in this area, it is important that the

plan specify what methods of recognition will be afforded to volunteers in different categories. Both quality and quantity of service should be considered. Recognition may vary. It may be a certificate or some other means. Articles in Corps publications or the local printed media, local radio and television, bulletin board "volunteer of the month" display, etc. are all excellent ways to honor volunteer efforts.

Several nation-wide award programs are available for recognizing outstanding voluntary service and are identified in Appendix B. These programs are valuable methods of recognition that have very positive motivational effects.

3-11. Volunteer Identification. The volunteer management plan should discuss the methods by which volunteers will be identified at the project or office. ER 1130-2-432 contains a variety of options. It will probably be necessary to designate a different means of identification for each work category. For instance, tour guides and visitor center attendants may be afforded a complete volunteer uniform. Relatively long-term maintenance volunteers may be afforded a ball cap and name tag. Short-term volunteers who do not come into contact with visitors may not need to be identified.

3-12. Reimbursement for Incidental Expenses. The plan should also discuss a schedule for reimbursement of volunteer incidental expenses. ER 1130-2-432 defines incidental expenses as those out-of-pocket expenses which a volunteer incurs in performing a service for the Corps. These are different from the expenses the Corps would incur in providing materials or overhead associated with the service of a volunteer program. The regulation is relatively clear on what may be provided. However, some discretion is exercised regarding reimbursement. The plan should outline the local policy specifically regarding what is covered for which types of volunteers.

3-13. Safety. As with any program that the Corps of Engineers undertakes, safety must be a top priority in the volunteer program. One statement from ER 1130-2-432 makes the volunteer coordinator's and supervisor's role in safety quite clear. Paragraph 6.d states, "Volunteers will be provided a work environment which is, in all respects, equivalent to that provided for Corps employees performing similar duties." In other words, treat volunteers just as you would staff members.

This must be especially true in the area of safety. The volunteer coordinator should work closely with the office or project safety officer to assure that all safety requirements (OSHA, EM 385-1-1, and others) are met for volunteers.

Just as with staff members, the safety program for volunteers should begin with the Job Hazard Analysis (JHA) or, as some prefer to call it, the Job Series Hazard Analysis. A JHA outlines an occupation or job specialty by tasks, hazards, necessary personal protective gear, and safe job procedures to minimize the risk of injury to a staff member or volunteer. It would normally cover all volunteers assigned to a job series at the project, but is not required for field clerical positions, although many supervisors prefer to have one for the clerical volunteers also.

Volunteers should become familiar with the hazard analysis for their own job and utilize the information provided prior to the performance of the job series related tasks. These analyses are reviewed and updated annually and initialed by each volunteer. How and where these are filed is a matter of local policy.

Another important document for the volunteer is the Activity Hazard Analysis (AHA). An AHA is required on any specific assignment or activity performed by a volunteer on an unusual or infrequent basis; in other words, a job not covered by the job series hazard analysis. AHAs may also be prepared for routine assignments that have special safety concerns. As work assignments are developed and a new task needs to be accomplished, a thorough AHA is to be written. Once the job is ready to begin, the AHA is reviewed and initialed by all team members and volunteers associated with the task.

Properly implemented, the Job Hazard Analysis and the Activity Hazard Analysis can be excellent management tools. Improved work methods can result in reduction of property damage costs, worker's compensation, tort claims, and absenteeism.

Through familiarity with both the JHA and AHA for any particular task, the volunteer will: 1) realize the hazards involved; 2) know how to protect him/herself from the hazards; and 3) understand the proper procedures necessary for safe completion of the task.

The volunteer management plan should outline the tasks volunteers are performing categorized by job series. Each volunteer should then be provided with the JHA applicable to that series. Some volunteers may perform work in several different series. They may do ranger duties in the morning and maintenance duties in the afternoon. In such cases, they should be provided with all applicable JHAs. You may wish to include copies of these in your plan.



30 Apr 93

The volunteer management plan should also include a list of personal protective gear to be issued to the volunteer or otherwise provided for their use in each job series or volunteer classification.

The plan should also include a list of all activities performed by volunteers that are covered by an activity hazard analysis. In other words, a task outside the routine covered by the JHA. When volunteers are involved in these tasks, the on-site supervisor should assure that the AHA is reviewed and initialed by all involved - staff members and volunteers alike.

Another important consideration of the safety program for volunteers is the assurance that volunteers are properly trained for any specialized task or the operation of any specialized equipment, vehicles, or vessels. According to regulation, it is the responsibility of the accepting official to certify that volunteers are proficient in the operation of any equipment assigned and that they meet the same licensing requirements applicable to Corps staff. Specific training necessary and licensing requirements for volunteers in general should be listed in the volunteer plan. (Individual needs for training or licensing should be listed on specific individual volunteer training plans.) You may also wish to include a district policy statement or letter regarding whether or not volunteers are permitted to operate vehicles, vessels, and equipment. This authority rests with the District Commander.

Sometimes, despite the most intensive safety efforts, accidents happen involving volunteers. In cases which result in personal injury or property damage, the same emergency actions and procedures applicable to Corps staff members will be undertaken regarding volunteers. The only difference will be a notation in item 17. on ENG Form 3394 (U.S. Army Corps of Engineers Accident Investigation Report) denoting "other-volunteer." Reporting procedures may be listed in the volunteer plan if deemed appropriate by the volunteer coordinator.

"A Volunteer's Guide to Working Safely" (EP 1130-2-432) is an excellent safety pamphlet designed specifically for volunteers. The volunteer coordinator will want to order a supply of these so that one can be issued to each volunteer. Volunteers should be encouraged to keep this pamphlet in their pocket for ready reference on the job. This will serve to reinforce the Corps safety emphasis.